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ABSTRACT

This report presents information about the state of higher education in Illinois. In November 2000, the National Center for Public Policy and Higher Education issued the first National Report Card that gave Illinois an overall grade-point-average of 88.8, the best in the United States. Nevertheless, the state could not rest on its laurels, and 2001 and 2002 have been years of new initiatives focusing on college readiness and student access, persistence, and degree completion. These efforts have been complicated by a state budget crisis that causes legislators to ask higher education in Illinois to cut $25 million from fiscal year 2002 appropriations. The report details progress toward six goals identified in "The Illinois Commitment," the state's educational improvement plan. The report also contains a profile of the Illinois Board of Higher Education, outlining is statutory responsibilities, planning and policy development, budgeting and fiscal affairs, the grants program, aspects of program review, and information about the board's information systems. A profile of higher education as a whole in Illinois indicates that fall 2001 enrollment totaled 752,753 at 179 public and private colleges and universities. Most of the degrees awarded were bachelor's degrees, and the top major was business/management. Charts contain information about public and private institutions. (Contains 15 figures and 2 tables.) (SLD)

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ED 467 031

Illinois Higher Education

Annual Report

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ILLINOIS BOARD OF HIGHER EDUCATION

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Chairman

Daniel J. LaVista
Executive Director

July 2002

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The Year in Review

NUMBER ONE AND TRYING HARDER AS HIGHER ED CONFRONTS SEVERE FISCAL CRISIS

What does the nation's number one system of higher education do for an encore? Work to bring up its grades.

In November 2000, the National Center for Public Policy and Higher Education issued the first-ever National Report Card that gave Illinois an overall grade-point-average of 88.8 – top in the nation. But neither the Illinois Board of Higher Education nor the higher education community could afford to rest on well-deserved laurels. First, even the number one system of higher education in the nation only merited a B+; not bad, but still plenty of room for improvement. Second, there were some soft spots in the grade-point-average – a C+ in degree completion and an A in preparation despite missing most of the data used to draw conclusions about student readiness for college.

So, 2001 and 2002 have been years of new initiatives focusing on college readiness and student access, persistence, and degree completion – in addition to ongoing efforts to implement *The Illinois Commitment*, and protect Illinois' number one standing on the National Report Card.

These efforts have been complicated by a state budget crisis that intensified in late 2001 after the September 11 terrorist attacks hit all state services, including higher education. Higher education was asked to cut $25 million from FY2002 appropriations and public universities were asked to allocate $45 million of state appropriations to group health insurance. The cutbacks set the stage for a spring 2002 legislative session devoted almost exclusively to dealing with the state's worsening fiscal condition.

In promoting student access to college and persistence toward a degree, these were among the noteworthy events of the past year:

- In April 2001, the Board created the Commission on Persistence and Degree Completion, comprised of 15 presidents and chancellors from Illinois colleges and universities to examine the issue of student attrition and recommend steps to remedy Illinois' primary weakness on the National Report Card.

- In May 2001, nearly 115,000 high school juniors took the Prairie State Achievement Exam. In all testing categories – reading, math, writing, science, and social science – more than two of five students failed to meet state learning standards.

- In August 2001, the Board of Higher Education approved the final report, *Gateway to Success: Rethinking Access and Diversity for a New Century*, of its Committee on Access and Diversity, which spent two years gathering and

analyzing information on ways to broaden access to college and expand diversity on campuses.

The activities related to student access and success were linked closely to Goals 2, 3, and 4 of *The Illinois Commitment.* But there also were a wide range of policies, programs, studies, and actions during 2001 and the first half of 2002 that furthered the implementation of the higher education strategic plan. Among the highlights:

GOAL 1: HIGHER EDUCATION WILL HELP ILLINOIS BUSINESS AND INDUSTRY SUSTAIN STRONG ECONOMIC GROWTH.

In 1999, the Illinois Board of Higher Education undertook a targeted effort to respond to the massive shortage of qualified workers in the information technology field. By fiscal 2001, the initiative had produced impressive results. In 2000-2001, IT enrollments increased 7 percent, to 51,539; the number of graduates rose 14 percent, to 10,359; and 97 new IT programs were created, 57 on campus and 40 off campus.

Other significant developments relating to helping business and industry sustain economic growth include:

- An analysis of supply and demand in the IT field, conducted for the Board by Northern Illinois University and the College of DuPage, found that (1) IT graduates leave the state at a rate greater than grads of other disciplines; (2) graduates seeking to maximize their starting salaries generally can find better wages outside Illinois; and (3) Illinois IT grads are more interested in jobs not prevalent in Illinois.

- Ongoing efforts with partnership agencies – the Illinois Community College Board, the State Board of Education, and the Workforce Investment Board – were designed to strengthen the link between schooling and employment through Education to Careers and other workforce preparation initiatives.

- Creation of the International Career Academy – again a joint venture with partner agencies, the Illinois Mathematics and Science Academy, the Illinois Consortium on International Education, and private business – offered high school students a unique opportunity to focus on issues of policy development, international education and policy, and economics and finance.

- In December 2001, the Board received the first phase of a study of dental education, which concluded that there is a significant nationwide shortage of dental faculty and highlighted short- and long-term remedies for dental schools in Illinois, at Southern Illinois University at Edwardsville, and the University of Illinois at Chicago. Increasing faculty salaries and incentive packages can help lure faculty to Illinois in the short term, the report concluded. Long-term solutions, however, will require upgrading physical facilities, updating

technology, finding ways to attract qualified dental students into teaching, and rethinking the nature of clinical education.

- Grant programs supported various projects aimed at bolstering academic training and research. Among them: $2.1 million in College Work Study grants, supporting approximately 2,900 students in programs linking work and academic experience; $10 million to assist Illinois institutions in leveraging increased federal grant support; $2.8 million in grants supporting engineering programs; and $18.2 million for health education programs.

GOAL 2: HIGHER EDUCATION WILL JOIN ELEMENTARY AND SECONDARY EDUCATION TO IMPROVE TEACHING AND LEARNING AT ALL LEVELS.

Are high school graduates well-prepared for college? Are college graduates well-prepared for K-12 classrooms? Those questions dominated news headlines and guided activities of the Illinois Board of Higher Education, its sister education agencies, and the Joint Education Committee during 2001 and the first half of 2002.

At the center of discussion over student readiness was the first Prairie State Achievement Exam, developed by the State Board of Education and endorsed by the IBHE and Illinois Community College Board. The exam was given to all high school juniors in May 2001, and the results revealed that more than 40 percent of students failed to meet state learning standards in English, math, science, and social science. This result in turn prompted the Illinois Board of Higher Education to urge passage of a resolution for the three state education agencies to review the high school curriculum and recommend measures to the General Assembly that will ensure all students have access to coursework that will prepare them for the Prairie State exam, for college, and for the workplace. The Board has endorsed a proposal that would require all high school graduates to complete the college prep core curriculum. In addition, the report of the Committee on Access and Diversity recommended development of an annual readiness report that would document the preparation of high school graduates for college and for work.

A series of articles in the *Chicago Sun-Times* raised questions about the state teacher certification process after an investigation revealed that some teachers had used a loophole in state law to work full-time without ever having passed a basic skills or subject matter certification test. The newspaper also reported that others took the basic skills test multiple times before passing even though the test was at an eighth grade level of difficulty. A new, enhanced basic skills exam for teacher candidates, which tested skills at about a college sophomore level, replaced the old test in September 2001. The issue of teacher preparation has long been a concern of the Joint Education Committee. In February 2002, the Board supported legislation to require passage of the basic skills test before a candidate is admitted into an approved teacher education program, and passage of the subject matter test before the candidate can student teach.

Other initiatives designed to fulfill the mandate of Goal 2 to improve teaching and learning include:

- The Joint Education Committee and the Governor's Education Summits produced an agenda for recruitment, preparation, retention, and ongoing professional development of teachers.

- The Board allocated $1.8 million in Dwight D. Eisenhower grants to support professional development activities for middle school teachers of mathematics and science.

- Two staff (out of three) members were hired to begin implementation of the Teacher Quality Enhancement Grant, funded under Title II of the federal Higher Education Act, and a total of $1 million was appropriated to public universities as the state's match.

- The Board supported continued development of the Illinois Century Network (ICN) and efforts of the Illinois Online Leadership Council to expand and strengthen distance learning opportunities. Since its creation in fiscal year 2000, the ICN has connected more than 5,500 schools, colleges and universities, libraries, museums, and governmental agencies to the largest, fastest fiber-optic system dedicated to education in the nation.

- In response to a legislative resolution, the IBHE and ICCB helped develop recommendations concerning the educational needs of the East St. Louis Metropolitan area.

GOAL 3: NO ILLINOIS CITIZEN WILL BE DENIED AN OPPORTUNITY FOR A COLLEGE EDUCATION BECAUSE OF FINANCIAL NEED.

Illinois is an affordable place to go to college. Its reputation as one of the most affordable states for higher education was ratified by the A in affordability on the National Report Card.

However, the severity of Illinois' budget crisis has put strains on student aid while provoking tuition increases that now endanger the state's status as one of the nation's most affordable places to go to college.

The Monetary Award Program (MAP), administered by the Illinois Student Assistance Commission, is a major reason for Illinois' high rank on the report card and its reputation for affordability. The second-largest needs-based student financial aid system supports grants to some 140,000 students throughout the state with appropriations of $371 million in FY2002. In recent years, MAP grants have been extended to students attending

proprietary colleges and universities, to summer school students, and to those attending college less than half-time.

However, budget cuts that sliced throughout higher education for FY03 also have affected MAP. General fund appropriations for MAP in FY03 are $333.3 million, down $38 million from the fiscal 2002 level of funding. The cuts eliminate grants for fifth-year undergraduates, including some whose programs of study require more than four years o complete. Overall, 12,000 students will lose eligibility for MAP in fiscal 2003. In addition, the maximum award has been reduced by $248, to $4,720 and all grants are being reduced 5 percent.

In addition to MAP, other statewide initiatives contribute to helping students meet the cost of going to college, including:

- Illinois Incentive for Access awards $500 to freshmen students with no family resources to help pay for college. Since 1997, more than 86,000 students have received grants.

- *College Illinois!* has sold more than 20,000 tuition and fee contracts – worth $299 million – to Illinois residents in the past three years.

- Bright Start, a college savings plan sponsored by Illinois Treasurer Judy Barr Topinka, signed up more than 14,000 participants who invested more than $77 million in the program's first year.

Net cost of attending public university

	FY1992		FY1997		FY2000	
	Net cost	% income	Net cost	% income	Net cost	% income
1st income quintile	$2,170	17.7%	$2,716	19.9%	$2,611	18.5%
2nd income quintile	$3,685	11.6%	$4,759	15.5%	$5,847	16.8%
3rd income quintile	$7,627	16%	$9,176	18.8%	$11,147	19.5%
4th income quintile	$7,969	12%	$9,176	12.9%	$11,147	13.5%
5th income quintile	$7,969	6.9%	$9,176	6.7%	$11,147	6.9%
Average cost at public universities	$7,969		$9,176		$11,147	

Source: ISAC

Net cost equals Expected Family Contribution plus remaining need after state MAP and federal Pell grants are subtracted. The percent of income shows the portion of family income needed to cover college expenses by each income quintile.

- The Illinois Board of Higher Education allocated Graduation Incentive Grants to Western Illinois University The University's GradTrac program encourages completion of a bachelor's degree in four years.

Even before the spring 2002 budget cuts that compromised Illinois' high ranking on affordability, there were other worrisome trends. Between 1992 and 2002, the rise in tuition and fees in all sectors outpaced increases in the Consumer Price Index, Illinois per capital income, state general fund appropriations, and the maximum MAP award.

In addition, the College Board reports that Illinois' average tuition and fee rate for undergraduates at public universities is 19.7 percent higher than the national average. The Illinois average is about equal to the national average for private institutions, and 9 percent below the national average for two-year colleges. Also, other college costs are rising. Between 1997 and 2002, the average cost of room and board at Illinois public universities increased by $1,171, or 29.4 percent, and at private institutions by $1,190, or 23.5 percent. During that same period, the CPI went up 13.2 percent, and Illinois per capita income rose 20 percent.

Work continues on two projects aimed at monitoring the cost of college and providing solid information to the Board. Work continues on an Affordability Index, which would measure the net cost of college, after accounting for student financial aid, and gauge year-to-year changes as institutions balance rising costs against various mechanisms for assisting needy students. Second, an advisory committee has been established to work with staff in formulating performance measures in a variety of categories to show quantifiable evidence of progress in achieving the goals of *The Illinois Commitment.*

GOAL 4: ILLINOIS WILL INCREASE THE NUMBER AND DIVERSITY OF CITIZENS COMPLETING TRAINING AND EDUCATION PROGRAMS.

In August 2001, the Board endorsed the broad recommendations of *Gateway to Success: Rethinking Access and Diversity for a New Century*, a report of the Committee on Access and Diversity, chaired by Board Member Jerry Blakemore. The report follows a two-year examination of ways to increase college opportunities and to enrich the demographic face of higher education.

Among the key findings of the report were:

- College enrollments are growing,
- Minority populations are increasing,
- Special needs populations of disabled students and students whose native language is not English are growing,
- Many high school students are inadequately prepared for college academics,

- Diversity in society, in the workplace, and hence in the classroom is increasingly important.

- Traditional approaches to access to college and diversity on campus are outdated.

The report concluded that in a world in which most students go to college, high school graduates need an academically stronger preparation for college success and higher education institutions need a sharper focus on student *success*, rather than access. Moreover, prospective college students need information about programs, services, and institutions that is accurate, comprehensive, useful, and convenient.

Also, in a world in which jobs require increasingly complex skills and knowledge and the workforce is increasingly diverse, the report noted that all students should complete a college prep core curriculum, financial aid programs should better support working adults, and diversity should be recognized as an educational value beneficial to all students, to institutions, to business and industry, and to the civic and economic well-being of the state.

The report recommended:

- Legislation requiring all high school students to take a rigorous college-prep curriculum. That legislation, introduced in the spring session of the General Assembly, did not come before legislators for a vote in a year when most attention was focused on budget issues.

- Funding for "Last Year/First Year" programs to make the senior year of high school more productive in preparing students for college and the freshman year of college more successful to reduce attrition rates.

- An annual Readiness Report detailing the readiness of high school graduates for college.

- A Consumer Information Report on the web to supply up-to-date, trustworthy information on colleges and universities, programs, degrees, and services.

- Promoting community colleges as the focal point for information about degree programs at all levels.

- Using the Illinois Century Network and community colleges to close the digital divide.

- Creating a grant program to build partnerships with private sponsors to encourage disadvantaged elementary and high school students to prepare for college.

- Expanding financial aid for working adults and needy freshman students.

- Creating Diversity Grants to strengthen programs that foster greater diversity on campuses and create new programs to extend access to ethnic and racial minorities, students with disabilities, and women in fields where they are underrepresented.

- Resisting use of percentage plans (guaranteed college admission to the top 5 or 10% of a high school graduating class) in favor of a more comprehensive approach that considers multiple factors – class rank, test scores, rigor of high school coursework, race and ethnicity, participation in special academic programs, and effects of a student's learning environment – in admissions decisions.

The Board received the report of the Commission on Persistence and Degree Completion in October 2001, including recommendations to:

- Undertake measures to help students make timely progress toward their educational objectives, including comprehensive support systems (preadmission advising, early assessment of skills, mandatory course placement), contractual guarantees of course availability, and tuition incentives, among others.

- Implement programs and services to engage students in their learning, particularly adults with job and family responsibilities, academically under-prepared students, immigrants, under-represented racial and ethnic populations, and economically disadvantaged students.

- Establish institution-wide retention programs to assist students in continuing their pursuit of higher education objectives.

- Set up programs to encourage former students to return to college.

The Commission's report also urged the Board of Higher Education to work with the Illinois Student Assistance Commission and the Illinois Community College Board to:

- Examine student satisfaction with the Illinois Articulation Initiative.

- Study transfer patterns to determine whether certain avenues lead more often to a degree.

- Disseminate strategies used by "at risk" students who overcome barriers and successfully achieve their educational objectives.

- Collect information about strategies to assist multi-lingual students in developing the English language skills necessary for college-level success and assist statewide efforts to assess, design, and expand English literacy programs.

- Assure that Monetary Award Program grants assist non-traditional students in their educational goals.

The Board also presented the annual *Underrepresented Groups Report to the Governor and the General Assembly*. Black and Hispanic students continued to make gains in enrollments and degrees awarded, although the increase in black undergraduate enrollment during the 1990s was a meager 5.6 percent. An area of concern was the finding that black and Hispanic enrollments in engineering and physical science programs steadily declined since 1990, as did Hispanic representation in graduate math programs. The proportion of female students in undergraduate and grad programs in computer science, engineering, and physical science improved since 1999.

In other activities, the Board:

- Continued development of the University Center of Lake County.

- Convened a conference featuring legal counsel involved in court challenges to affirmative action mechanisms to discuss current law on the use of ethnic and racial criteria in admissions.

- Received the *Illinois Articulation Initiative: Annual Report* which examined progress in implementing the transferable General Education Core Curriculum. The Board endorsed recommendations of the sociology degree major panel.

- Initiated legislation permitting the Illinois Consortium for Educational Opportunity Program (ICEOP) Board to set annual stipends for minority students receiving ICEOP awards.

GOAL 5: ILLINOIS COLLEGES AND UNIVERSITIES WILL HOLD STUDENTS TO EVEN HIGHER EXPECTATIONS FOR LEARNING AND BE ACCOUNTABLE FOR THE QUALITY OF ACADEMIC PROGRAMS AND THE ASSESSMENT OF LEARNING.

In early 2001, press reports and pleas from students alerted the IBHE to accreditation problems with a master's of social work program at Governors State University. In February, the Illinois House of Representatives passed a resolution directing the Board to conduct an inquiry into the issues concerning the MSW program and report within a month with recommendations for legislative action.

A Board committee chaired by James Kaplan held a public hearing at Governors State. In addition, staff members met with University officials to discuss the nature of the problem and potential remedies for 77 students affected by the program's failure to earn accreditation by the Council on Social Work Education.

The Board's report to the General Assembly recommended a provisional social work certificate for students enrolled in the program as of November 27, 2000 who passed the state certification test. The recommendation was enacted by the General Assembly and signed by Governor George Ryan. The report also recommended that the Illinois Board of Higher Education review after 3 years any approved program that requires certification.

In other activities, the Board:

- Approved requests for 16 public university degree programs, centers, and institutes; 19 community college degree programs; and 198 independent institution degree programs. In addition, the Board approved requests for operating authority from 23 independent institutions.

- Administered $21.5 million in grants to 68 institutions through the Illinois Financial Assistance Act.

GOAL 6: ILLINOIS COLLEGES AND UNIVERSITIES WILL CONTINUALLY IMPROVE PRODUCTIVITY, COST-EFFECTIVENESS, AND ACCOUNTABILITY.

The Illinois Board of Higher Education has long placed a high priority on efficiency, cost-effectiveness, and accountability.

The annual *Statewide Results Report* – both at the institutional and state levels – assists Board members in assessing ways in which colleges and universities are meeting the goals of *The Illinois Commitment*. The 2000 *Statewide Results Report*, presented to the Board in December 2000, documented the significant degree to which colleges and universities integrated the Board's strategic goals into their policies and programs as well as state efforts to build on past successes to keep Illinois the top-ranked system of higher education in the nation.

The *Statewide Results Report* also has illustrated that there remains room for improvement in some areas, causes for concern in others. For instance, the state now has a strong test of high school students . . . but too many graduates ill-prepared for the rigors of college-level academics; Illinois has one of the leading need-based student financial aid systems in the country . . . but rising student indebtedness upon graduation from college; colleges and universities offer broad access to higher education . . . but experience ongoing difficulty moving students through to a degree; there has been progress in redesigning the process for reviewing academic programs . . . but there is no consumer-friendly service educating students about the quality of distance learning institutions.

Other activities included:

- Completion of a searchable academic program inventory system for the IBHE website.

- Setting up a process for creating performance indicators that measure institutional and state progress in meeting the goals of *The Illinois Commitment.* The aim is to develop three levels of performance indicators: state-level indicators related to Illinois' overall system of higher education; "core" indicators for all institutions; and mission-specific indicators related to each institutions unique mission.

- Realigning grant programs to match the goals of *The Illinois Commitment.*

- Creating a Board Committee chaired by Board Member Bob English on Statewide Capital Policies and Priorities to review current policies and practices.

- Establishing a task force to strengthen the Shared Enrollment Data system.

- Established a Committee co-chaired by Board Members Tom Lamont and Ed Duffy, and surveyed part-time, nontenure-track faculty for a study requested by House Joint Resolution 19.

Profile: Illinois Board of Higher Education

THE ILLINOIS COMMITMENT

Meet the Board
Steven H. Lesnik
Chairman
CEO, Kemper/Lesnik Organization
Graduate: Brown University
Home: Winnetka
Public member, term expires: 2003

The Illinois Commitment: Partnerships, Opportunities, and Excellence is the Illinois Board of Higher Education's answer to the 21st century – a time when education will be an essential credential and colleges and universities will play an increasingly vital role in individual success and economic prosperity. As a result, Illinois colleges and universities have been asked to respond to citizens in new ways: to serve the needs of nontraditional students, to join with elementary and secondary education to produce better prepared teachers and graduates, to tame technology for learning, to expand opportunities for more students.

In February 1999, the Board of Higher Education adopted *The Illinois Commitment* as its strategic plan to guide higher education institutions and agencies into the next century. The plan focuses on six broad goals, committing higher education to:

1. Help Illinois business and industry sustain strong economic growth.
2. Join elementary and secondary education to improve teaching and learning at all levels.
3. Ensure that no Illinois citizen will be denied an opportunity for a college education because of financial need.
4. Increase the number and diversity of citizens completing training and education programs.
5. Hold students to even higher expectations for learning and be accountable for the quality of academic programs and the assessment of learning.
6. Improve productivity, cost-effectiveness, and accountability.

The Illinois Commitment took root as the Citizens' Agenda, which the Board of Higher Education adopted in July 1998 as the conceptual framework for new higher education goals in Illinois. Revised and refined during months of survey research, conversations with education and political leaders, analysis of economic and workforce trends, and discussions with the higher ed community, *The Illinois Commitment* seeks to

Meet the Board
Lourdes Monteagudo
Vice Chair
Executive Director, Teachers Academy for Mathematics and Science
Graduate: Mundelein College, Governors State University, Chicago Kent College of Law
Home: Chicago
Public member, term expires: 2003

Meet the Board

Mark E. Barmak

Vice President, Governmental Affairs, Abbott Laboratories (retired)
Secretary, Board of Trustees of Carthage College
Graduate: Massachusetts College of Pharmacy, University of Connecticut Law School
Home: Lake Bluff
Public member, term expires: 2007

respond to the educational needs and economic realities of the new century. The survey research in particular revealed strong sentiment among all higher education constituencies for colleges and universities to produce graduates better prepared for the workplace, to work with elementary and secondary schools to improve the quality of teachers, to ensure that college remain affordable, and to operate cost efficiently.

The strategic plan has a built-in mechanism for accountability, directing colleges and universities to identify ways they will contribute to achieving the goals of *The Illinois Commitment* as well as detailing specific benchmarks for judging success, and then producing annual *Statewide Results Reports* that measure progress in meeting the goals.

The Illinois Commitment is an action agenda for higher education that will inform and define Board decisions in establishing budgets, creating policy initiatives, proposing legislation, regulating colleges and universities, and focusing its role as a planning and coordinating agency.

STATUTORY RESPONSIBILITIES

The General Assembly and Governor Otto Kerner created the Illinois Board of Higher Education in 1961 to plan and coordinate Illinois' system of colleges and universities at a time when enrollments in post-secondary education were taking flight. The goal was to create an agency with the expertise, credibility, and statewide perspective to map an efficient and orderly course for the dramatic growth of higher education then underway.

The Illinois Board of Higher Education consists of fifteen members – ten appointed by the Governor, with the advice and consent of the Illinois Senate; one representative each of public universities, and private colleges and universities, also appointed by the Governor but not needing Senate approval; the chairs of the Illinois Student Assistance Commission and the Illinois Community College Board; and a student member chosen by the Student Advisory Committee.

Meet the Board

J. Robert Barr

Chair, Illinois Student Assistance Commission
Partner, Sidley & Austin, Chicago (retired)
Graduate: Grinnell College,
Harvard University Law School
Home: Evanston
Ex officio member representing Illinois Student Assistance Commission

The Board's statutory responsibilities include:

- Analyzing the aims, needs, and requirements of Illinois higher education and, as a result, modifying the master plan that governs development of the state's system of public and private colleges and universities.

Meet the Board
Jerry D. Blakemore
Chief Executive Officer, Illinois Sports Facilities Authority
Graduate: Princeton University, John Marshall Law School
Home: Chicago
Public member, term expires 2003

- Recommending to the Governor and General Assembly budgets for operations and grants and for capital improvements for higher education institutions and agencies.

- Approving or rejecting proposals by public university governing boards and the Illinois Community College Board for new units of instruction, research, or public service; also, reviewing existing instruction, research, and public service programs to determine their continued educational and economic justification.

- Granting authority to operate and authority to grant degrees for independent and out-of-state institutions.

- Administering state and federal higher education grant programs, including the Higher Education Cooperation Act, Health Services Education Grants Act, the Financial Assistance Act for Nonpublic Institutions of Higher Learning, the Matching Grants Program, the Illinois Cooperative Work Study Act, and the federal Dwight D. Eisenhower Mathematics and Science Education Program.

Meet the Board
Edward T. Duffy
Chair, Illinois Community College Board
President & CEO, Chicago Motor Speedway and CEO, National Jockey Club
Attended: University of Illinois
Home: Arlington Heights
Ex officio member representing Illinois Community College Board

- Maintaining an information system of timely, comprehensive, and meaningful data about Illinois higher education.

PLANNING AND POLICY DEVELOPMENT

The IBHE's policy and planning responsibility is one of its key functions, which it carries out in a variety of ways, from ad hoc study committees and special task forces to initiatives of the Board's staff, based in Springfield.

In addition to *The Illinois Commitment,* other important planning activities of recent years have included: affordability, articulation, workforce preparation, underrepresented groups, undergraduate education, technology and distance learning, accountability and productivity, access and diversity, information technology workforce, and annual budget recommendations for all of higher education.

Meet the Board

Robert J. English

Owner, PMA Financial Network, Inc.
Graduate: Illinois State University
Northern Illinois University
Home: Aurora
Public member, term expires 2007

BUDGET AND FISCAL AFFAIRS

The Board of Higher Education coordinates development of a budget blueprint for all of higher education.

All appropriated funds, plus tuition revenue (Dollars in thousands)	2001	2002	2003
Public Universities	$1,951,518.1	$2,089,256.9	$2,058,298.4
Community Colleges	330,978.3	356,669.9	$348,897.2
Adult Education	48,005.3*	60,005.3	77,409.5
Illinois Student Asst. Comm.	417,166.5	435,607.3	395,394.0
Institutional Grants	105,870.7	115,256.0*	103,001.0
Illinois Math-Science Academy	16,452.7	18,576.7	15,509.2
Board of Higher Education	13,125.8	13,387.2	13,277.3
State Universities Civil Service	1,372.6	1,441.2	1,392.9
Retirement	235,391.0	243,392.3	272,606.3
Health Ins. Reserve Fund	-	14,753.8	14,753.8
Student Loan Program Requirements	281,892.2	295,325.8	287,156.6
Total Operations and Grants	$3,401,773.9	$3,643,672.4	$3,587,696.2

(*Includes funding appropriated to ISBE, transferred to IBHE in subsequent years)

In fiscal 2001, higher education institutions, agencies, and grant programs received $2.5 billion in state general funds, a 5.6 percent increase over fiscal 2000.

Meet the Board

Sam Gove

Director Emeritus, Institute for Government and Public Affairs
Professor Emeritus of Political Science
University of Illinois, Urbana-Champaign
Graduate: University of Massachusetts, Syracuse University
Home: Urbana
Public member, term expires 2005

In fiscal 2002, general funds appropriations totaled $2.7 billion, a 6.3% increase over FY2001. However, the revenue shortfall experienced by the state as a consequence of the national recession and the aftermath of the September 11 attacks necessitated a midyear cut. Higher education was asked to place $25 million in a budget reserve; in addition , public universities were asked to allocate $45 million to group health insurance.

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General funds appropriations for FY2003 were $2.5 billion, a cut of $147 million, or 5.5% from fiscal 2002 appropriations.

The General Assembly approved and Governor Ryan signed a higher education capital budget totaling $218.1 million for fiscal year 2001. The capital budget supported 40 projects – 36 for community colleges and public universities, 1 for the Illinois Mathematics and Science Academy, and 3 for independent institutions. The capital appropriations also included $30 million for capital renewal projects at public universities and community colleges.

Meet the Board

Tom Lamont
Partner, Altheimer & Gray
Member and former Chairman of University of Illinois Board of Trustees
Graduate: Illinois State University, University of Illinois College of Law
Home: Springfield
Public University Governing Board representative

The fiscal year 2002 higher education capital budget totaled $412.4 million, the largest approved by the General Assembly and Governor for any one year in the past two decades. The capital budget supported 30 projects – 18 for community colleges and public universities, 1 for the Illinois Mathematics and Science Academy, 10 for independent institutions, and the upgrade of six public television stations from an analog to a digital signal to comply with Federal Communications Commission regulations. The capital appropriations included $50 million for the first year of a $250 million, five-year Illinois Community College Enhanced Construction Program and $30 million for capital renewal projects at community colleges and public universities.

The General Assembly approved a higher education capital budget totaling $338.3 million for fiscal year 2003. To date, the Governor has not acted on the capital budget. The capital budget, as approved by the General Assembly, supports 31 projects – 20 for community colleges and public universities, 1 for the University Center of Lake County, 1 for the Illinois Mathematics and Science Academy, and 9 for independent institutions. The appropriations also include $30 million for capital renewal projects at community colleges and public universities and $50 million for the second year of a $250 million, five-year Illinois Community College Enhanced Construction Program implemented in fiscal year 2002.

Meet the Board

James L. Kaplan
Managing Partner,
Kaplan & Sorosky
Graduate: University of Arizona, Illinois Institute of Technology-Kent College of Law
Home: Lincolnshire
Public member, term expires 2007

GRANTS PROGRAMS

The Board administers state and federal grant programs for a variety of purposes related to the goals of *The Illinois Commitment.*

Grant programs were targeted for budget cuts during the spring 2002 legislative session. A breakdown of programs and funding for fiscal 2002 (in *italics*) and 2003 (in **bold**) shows:

- *$21 million* (FY02) for Health Services Education Grants; **$17 million** (FY03)

- *$22.1 million* (FY02) for Illinois Financial Assistance Act Undergraduate Enrollment Grants; **$20.6 million** (FY03)

- *$10 million* (FY02) for the State Matching Grants program; **$9.5 million** (FY03)

Meet the Board

R. Eden Martin
Partner, Sidley Austin Brown & Wood, LLP
President, Commercial Club of Chicago, and the Civic Committee
Graduate: University of Illinois
Harvard University
Home: Glencoe
Independent Colleges and Universities representative, term expires: 2003

- *$7 million* (FY02) for Higher Education Cooperation Act (HECA) Access and Diversity Grants; **$5.3 million** (FY03)

- *$3.3 million* (FY02) for HECA Workforce and Economic Development Grants; **$0** (FY03)

- *$3.4 million* (FY02) for the Medical Scholarship Program, which is administered by the Illinois Department of Public Health; **$2.8 million** (FY03).

- *$3.5 million* for Dwight D. Eisenhower Professional Development Grants; **$4.7 million** for Preparing, Training, and Recruiting High-Quality Teachers and Principals (FY03)

- *$3 million* (FY02) for the Advanced Photon Source at the Argonne National Laboratory; **$2.1 million** (FY03)

- *$2.8 million* (FY02) for Engineering Equipment Grants; **$2.6 million** (FY03)

- *$2.5 million* (FY02) for the Illinois Consortium for Accelerator Research; **$2.5 million** (FY03)

Meet the Board

Cordelia Meyer
Vice President, Civic Committee of the Commercial Club of Chicago
Graduate: Johns Hopkins University
Home: Chicago
Public member, term expires: 2005

- *$3.4 million* (FY02) for HECA Teacher, Learning and Quality Grants; **$0** (FY03)

- *$2.1 million* (FY02) for Cooperative Work-Study Grants; **$2.1 million** (FY03)

- *$2 million* (FY02) for the Consortium for Educational Opportunity Act; **$2 million** (FY03)

- *$1 million* (FY02) for the University Center of Lake County; **$1 million** (FY03)
- *$1.6 million* (FY02) for the State Geological Survey; **$1.6 million** (FY03)
- *$211,800* (FY02) for the Quad Cities Graduate Study Center; **$220,000** (FY03)

Meet the Board
Lee H. Walker
President and Founder,
The New Coalition for Economic and Social Change
Graduate: Fordham University
Home: Burr Ridge
Public member, term expires: 2003

- *$675,000* (FY02) for Career Academy Grants; **$1.4 million** (FY03)
- *$75,000* (FY02) for Graduation Incentive Grants; **$100,000** (FY03)

PROGRAM REVIEW

The Illinois Board of Higher Education approves all new units of instruction, research, and public service, as well as new academic administrative units, for public colleges and universities in the state. The Board also undertakes periodic review of all existing units of instruction, research, and public service to advise the appropriate governing board whether such programs continue to be educationally and economically justified. Both of these activities are initiated at the campus or institutional level and reviewed by the appropriate governing board before being submitted to the Board staff for analysis and presentation to the Board of Higher Education.

Proposals for new programs and reviews of existing programs for public community colleges and public universities are analyzed in the context of the institution's mission, focus, and priorities. Budget and planning documents prepared by the colleges and universities are submitted annually to the Board of Higher Education and contain programmatic plans related to institutional objectives.

The Illinois Board of Higher Education also has statutory responsibility to approve operating authority and degree-granting authority for certain independent and out-of-state institutions operating within the state of Illinois. In addition, the Board must approve all new degree programs proposed by those independent institutions established or beginning to offer degrees after August 14, 1961.

Meet the Board
Lucy A. Sloan
Member, Board of Directors
John A. Logan College Foundation
Graduate: DePauw University
Home: Carbondale
Public member, term expires 2007

Moreover, the Board carries out ongoing reviews of those independent institutions operating and offering degrees under the Board's authorization to assure that the

Meet the Board

Katie Cox
Graduate Student, University of Illinois at Springfield
Graduate: Eastern Illinois University
Home: Springfield
Student member, term expires 2003

institutions maintain the conditions under which the original authority to operate or grant degrees was given. The Board has the power to revoke its authorization if an institution fails to sustain the conditions required by the initial approval to operate or grant degrees.

INFORMATION SYSTEMS

Data collected and maintained by the Board, which has a statutory responsibility to establish a system of comprehensive, meaningful, and timely information about higher education, fall into three broad categories:

- demographic information about enrolled students and degree recipients
- faculty and staff information
- characteristics of individual colleges and universities.

The Board collects data through surveys of public and private institutions; the Illinois Community College Board coordinates collection of information from and about public community colleges and supplies the appropriate data to the Board of Higher Education.

Student demographic data include age, gender, racial/ethnic group, enrollment status, major, type of degree being sought, and county and state of origin. Faculty and staff information include those demographic factors (age, race, gender) as well as academic rank and tenure status. Information about institutions includes price to students; library holdings; physical plant space and operations; revenue source; objects of expenditures; and academic unit and program costs, and faculty credit hour studies. In conjunction with the Illinois Student Assistance Commission, the Board collects data on student financial aid.

This information supports the Board's planning and budgeting activities, its responsibility for systematic program reviews, and its periodic studies of issues of special concern or interest. It also makes available to the higher education community and the public a host of vital data that help colleges and universities as well as state leaders as they shape policies affecting the significant role higher education plays in Illinois' economic, social, and cultural well-being. Examples of reports produced from the data and disseminated to the Illinois higher education community include: *Data Book on Illinois Higher Education*, enrollment reports, cost studies, and

Executive Director

Daniel J. LaVista
Graduate: Siena College,
University of Dayton,
Syracuse University,
Home: Springfield

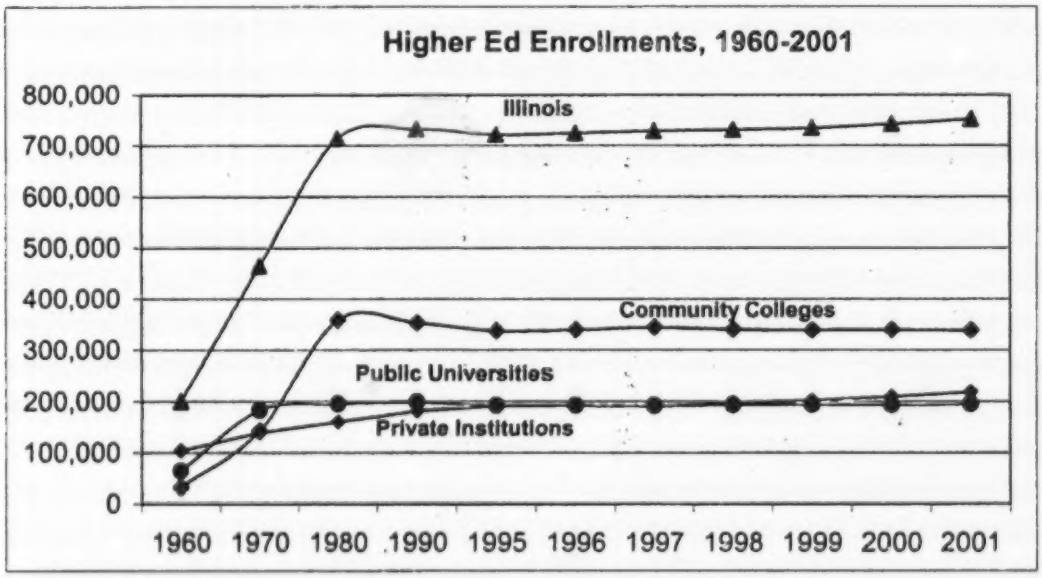
reports on female and minority employment and student participation in higher education. Data also are used to prepare reports in response to requests from the office of the Governor and the General Assembly.

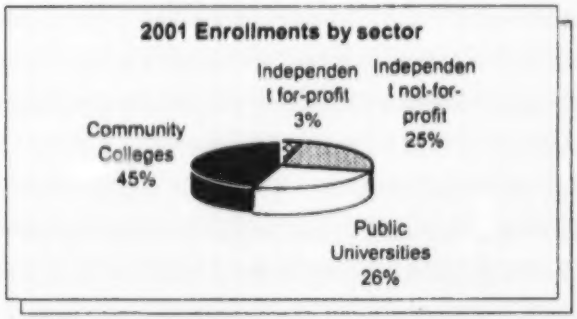
The Board also has initiated, in cooperation with public and private institutions, various "feedback" systems that provide useful information about the performance and progress of college students and the success and satisfaction of college graduates. The Board is working with colleges, universities, and business representatives to design a feedback system to measure the success of graduates in the workplace.

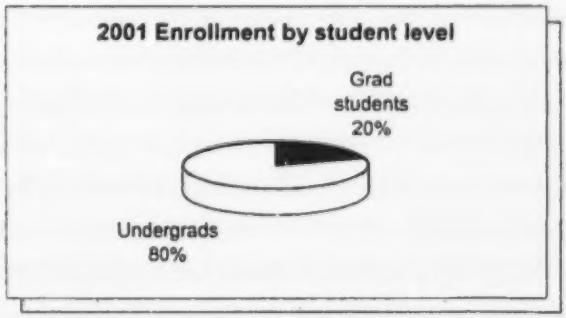
Profile: Higher Ed

ENROLLMENTS

Fall 2001 enrollments totaled 752,753 at 179 public and private colleges and universities, a 1.8% increase over 2000, reflecting a trend in evidence since 1996. Enrollments at public universities increased in 2001 by just less than 1%. Community college enrollments dropped slightly while enrollment in private institutions rose 4.5%. When a 12-month unduplicated headcount is calculated (as opposed to fall enrollment reports), the total number of students enrolled for credit and in occupational and vocational programs in 2000 rose to 1.1 million – including 650,605 at community colleges.







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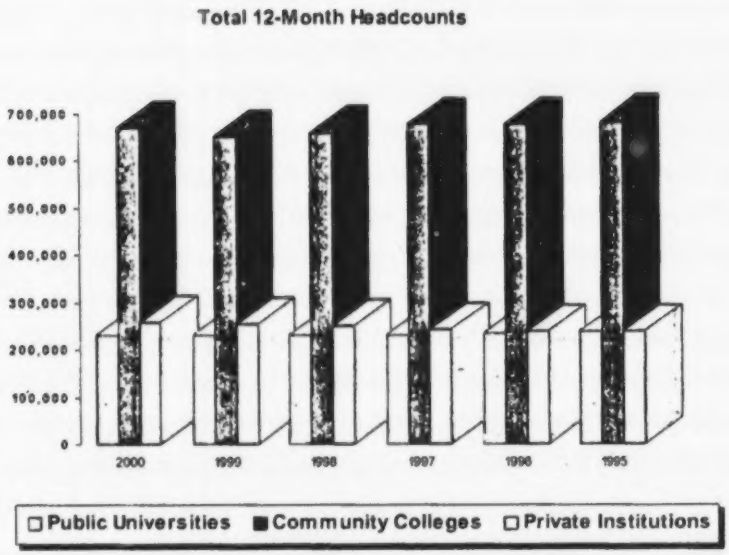
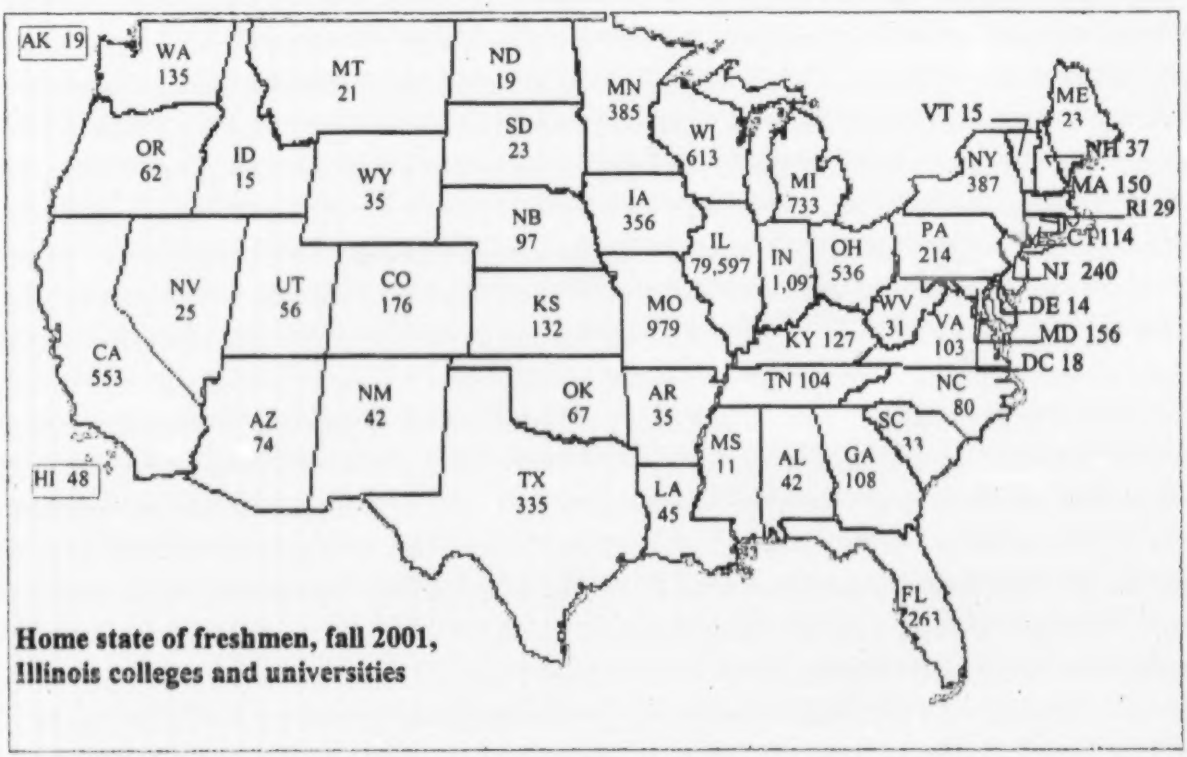


Enrollments	1981	2001
Male	346,463	329,158
Female	398,346	423,595
Full-time	360,679	401,847
Part-time	384,130	350,906
Black	14.4%	12.9%
American Indian	0.5%	0.3%
White	76%	63.7%
Asian	2.8%	5.7%
Hispanic	4.4%	10.9%
Other	NA	6.3%



Home state of freshmen, fall 2001, Illinois colleges and universities

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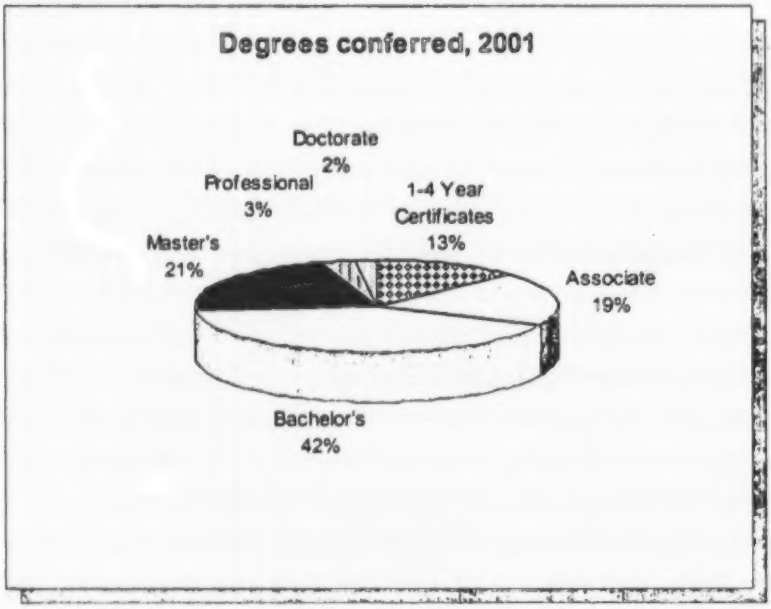
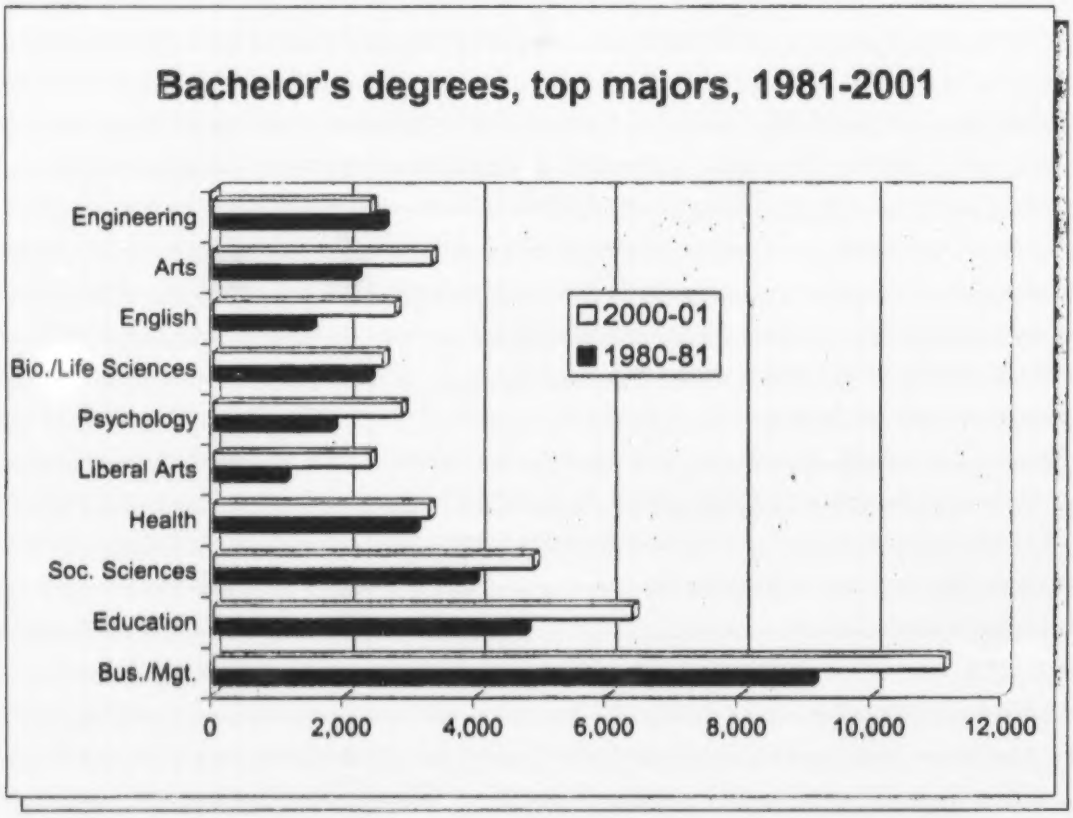
DEGREES



Professional Degrees, 1981-2001

	1980-81	*2000-01*
Law	1,926	1,989
Theology	350	377
Health	2,137	2,160
Chiropractic	217	235
Dentistry	350	158
Medicine	1,072	1,042
Optometry	138	159
Osteop. Med.	95	142
Pharmacy	0	234
Podiatry	152	88
Vet. Med.	85	87
Health Other	28	15



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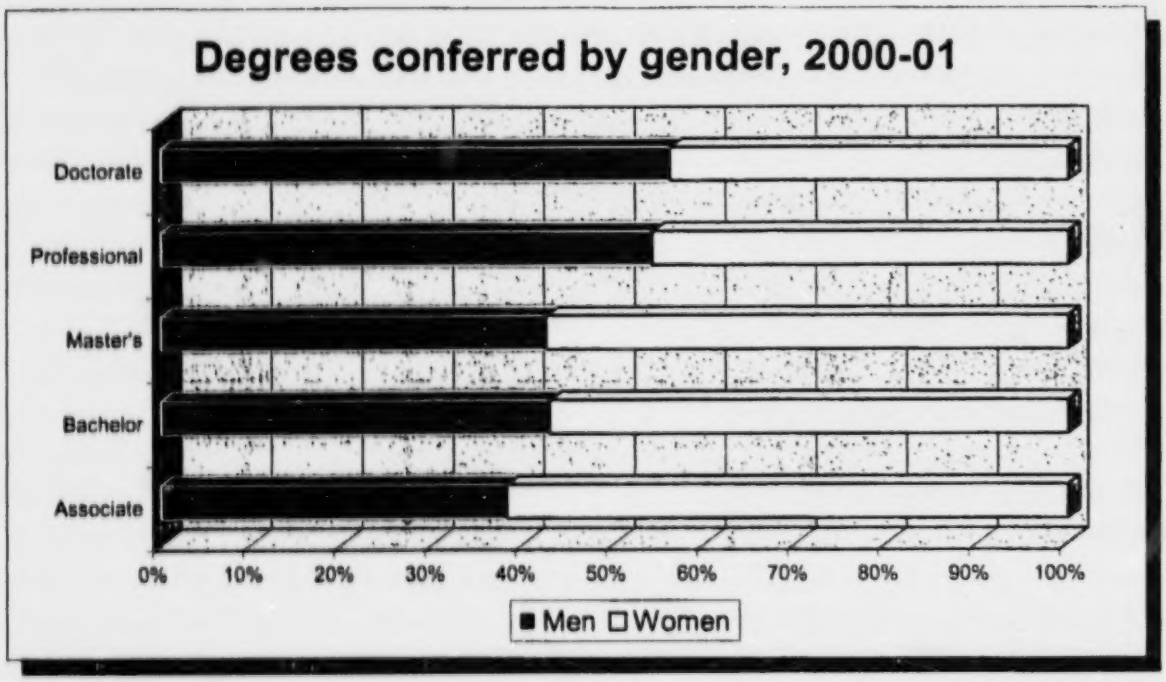
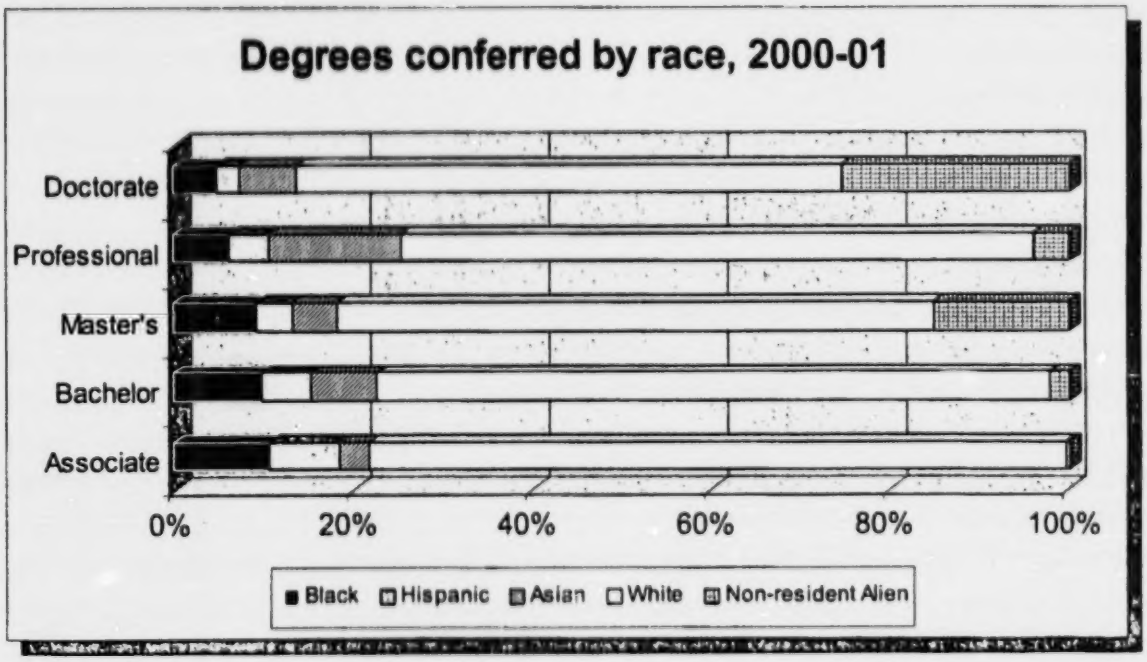

Degrees conferred by gender, 2000-01
Doctorate
Professional
Master's
Bachelor
Associate
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Men
Women


Degrees conferred by race, 2000-01
Doctorate
Professional
Master's
Bachelor
Associate
0%
20%
40%
60%
80%
100%
Black
Hispanic
Asian
White
Non-resident Alien

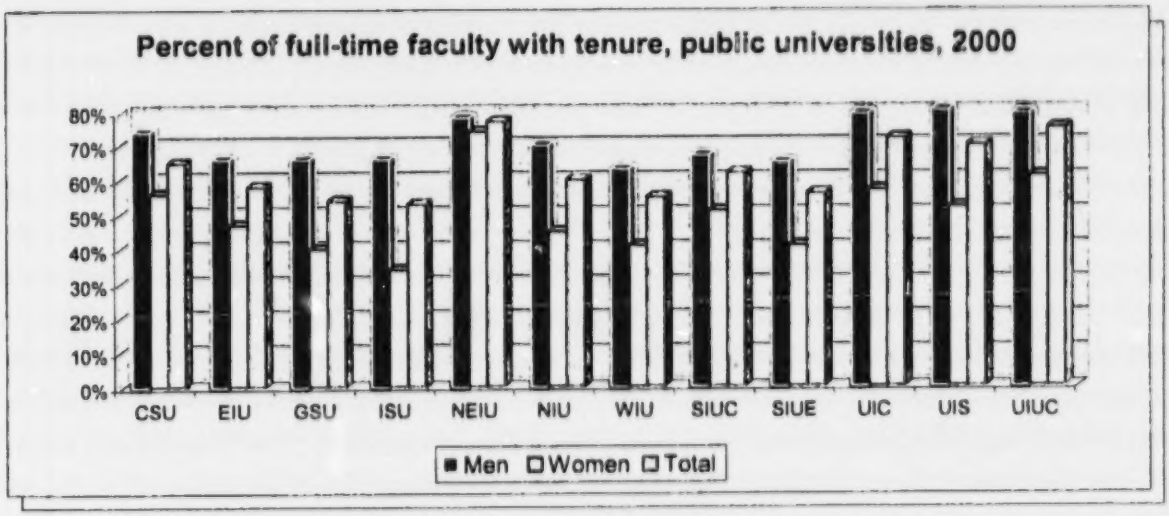
FACULTY

Full-time faculty, public universities, 2001

	All Ranks	
	Men	Women
CSU	131	127
EIU	334	235
GSU	98	97
ISU	503	362
NEIU	192	160
NIU	519	368
WIU	387	228
SIUC	766	513
SIUE	290	169
UIC	744	438
UIS	102	64
UIUC	1,553	607

Average salaries, full-time faculty, public universities, 2001

	All Ranks	
	Men	Women
CSU	$63,700	$57,100
EIU	55,800	48,500
GSU	60,200	51,300
ISU	58,900	46,700
NEIU	55,100	50,000
NIU	64,300	52,900
WIU	59,700	49,700
SIUC	60,600	45,300
SIUE	61,800	50,900
UIC	78,600	62,500
UIS	60,000	50,800
UIUC	81,600	60,900
Average	68,600	53,100



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Faculty headcount, average salaries, Illinois community colleges, 2001

	Faculty Headcount		Average Salaries		
	Men	Women	Men	Women	Total
Black Hawk	65	68	$49,300	$50,700	$50,000
Chicago	270	247	NA	NA	NA
Danville	22	25	43,300	40,100	41,600
DuPage	131	147	67,600	64,400	65,900
Elgin	57	51	74,100	72,300	73,300
Harper	75	109	64,300	58,600	60,900
Heartland	24	28	43,700	43,000	43,300
Highland	32	14	55,500	57,900	56,300
Illinois Central	99	72	46,700	40,000	43,900
Illinois Eastern	61	40	NA	NA	NA
Illinois Valley	43	40	49,500	45,100	47,300
Joliet	95	67	62,100	54,900	59,100
Kankakee	28	26	57,800	52,200	55,100
Kaskaskia	31	24	45,400	43,300	44,500
Kishwaukee	38	35	46,100	39,100	42,800
Lake County	84	84	78,000	71,000	74,500
Lake Land	55	52	42,200	39,900	41,100
Lewis & Clark	41	41	54,100	49,600	51,800
Lincoln Land	64	54	60,000	58,000	59,100
John A. Logan	49	55	52,800	50,500	51,600
McHenry	50	38	50,700	55,000	52,600
Moraine Valley	76	82	56,800	50,400	53,500
Morton	25	24	57,800	54,600	56,200
Oakton	61	73	71,400	64,300	67,500
Parkland	90	78	52,500	51,400	52,000
Prairie State	35	43	53,400	51,200	52,200
Rend Lake	31	28	49,800	46,500	48,200
Richland	33	28	47,400	41,900	44,900
Rock Valley	74	58	54,300	47,700	51,400
Carl Sandburg	36	32	45,500	42,200	43,900
Sauk Valley	32	20	41,400	42,700	41,900
Shawnee	13	23	45,200	43,700	44,300
South Suburban	47	70	58,700	53,000	55,300
Southeastern	33	24	45,400	43,700	44,700
Southwestern	54	49	55,300	48,900	52,300
Spoon River	22	17	42,900	42,900	42,900
Triton	70	57	65,500	54,200	60,400
Waubonsee	37	34	52,400	52,000	52,200
Wood	18	29	41,300	39,300	40,100
Total/Average	2,201	2,086	$57,500	$53,900	$55,800

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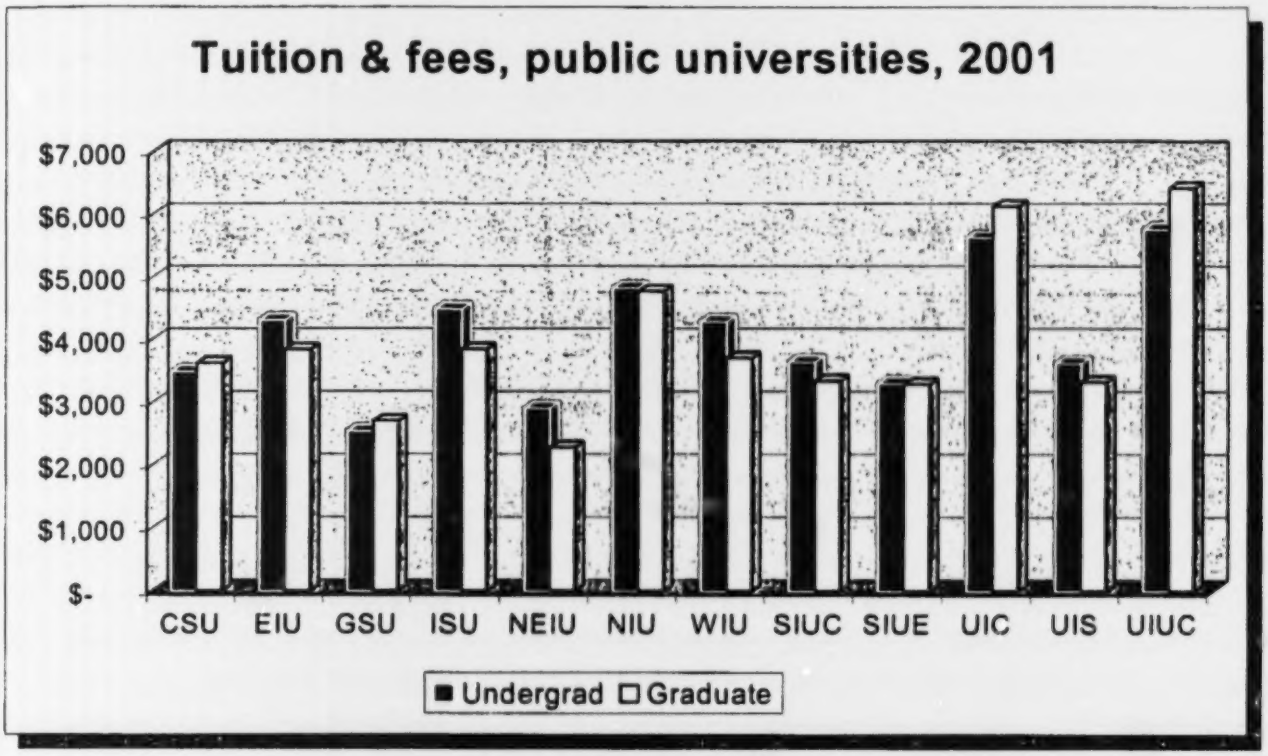
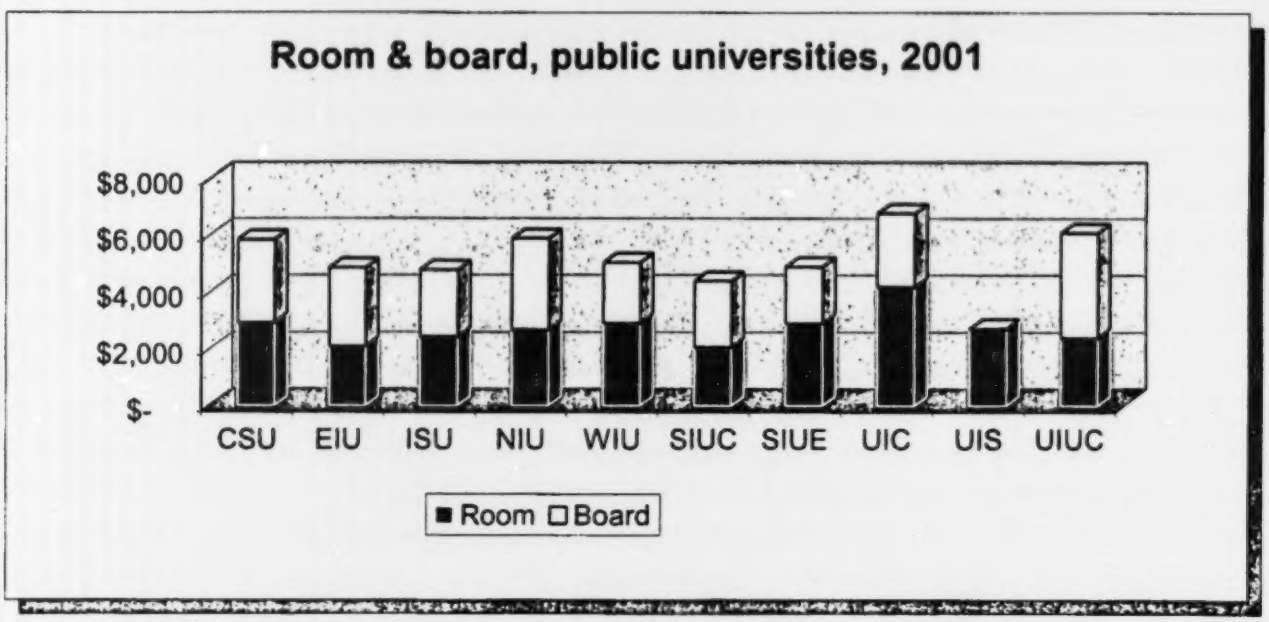
FINANCES


Tuition & fees, public universities, 2001
$7,000
$6,000
$5,000
$4,000
$3,000
$2,000
$1,000
$-
CSU EIU GSU ISU NEIU NIU WIU SIUC SIUE UIC UIS UIUC
Undergrad
Graduate


Room & board, public universities, 2001
$8,000
$6,000
$4,000
$2,000
$-
CSU EIU ISU NIU WIU SIUC SIUE UIC UIS UIUC
Room
Board

Illinois community colleges, tuition and fees

	2001 Tuition & fee rates per credit hour	Full-time tuition & fees
Black Hawk	$55.00	$1,650
Chicago	58.33	1,750
Danville	49.00	1,470
DuPage	55.50	1,665
Elgin	52.00	1,560
Harper	67.76	2,033
Heartland	48.00	1,440
Highland	51.35	1,541
Illinois Central	52.45	1,574
Illinois Eastern	40.00	1,200
Illinois Valley	57.25	1,718
Joliet	56.00	1,680
Kankakee	42.00	1,260
Kaskaskia	43.00	1,290
Kishwaukee	49.00	1,470
Lake County	55.00	1,650
Lake Land	53.80	1,614
Lewis & Clark	58.00	1,740
Lincoln Land	46.00	1,380
John A. Logan	46.00	1,380
McHenry	51.00	1,530
Moraine Valley	54.00	1,620
Morton	48.00	1,440
Oakton	51.25	1,539
Parkland	55.00	1,650
Prairie State	60.00	1,800
Rend Lake	45.00	1,350
Richland	50.00	1,500
Rock Valley	48.00	1,440
Carl Sandburg	63.50	1,905
Sauk Valley	51.00	1,530
Shawnee	42.00	1,260
South Suburban	62.75	1,883
Southeastern	45.00	1,350
Southwestern	47.00	1,410
Spoon River	57.00	1,710
Triton	53.00	1,590
Waubonsee	48.23	1,447
Wood	56.00	1,680

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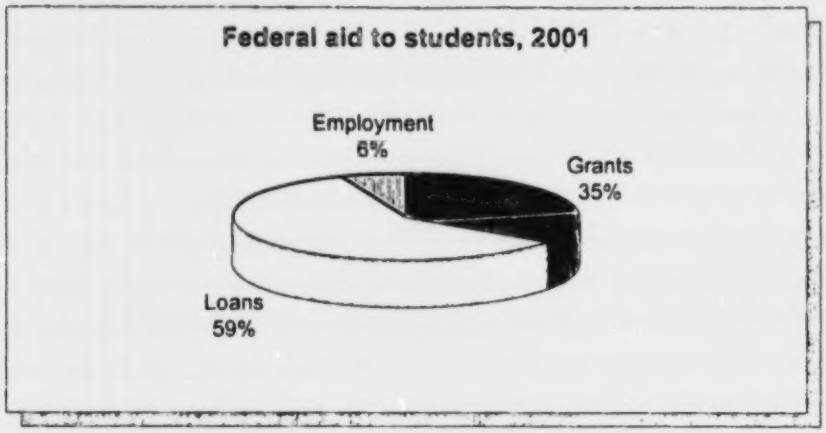

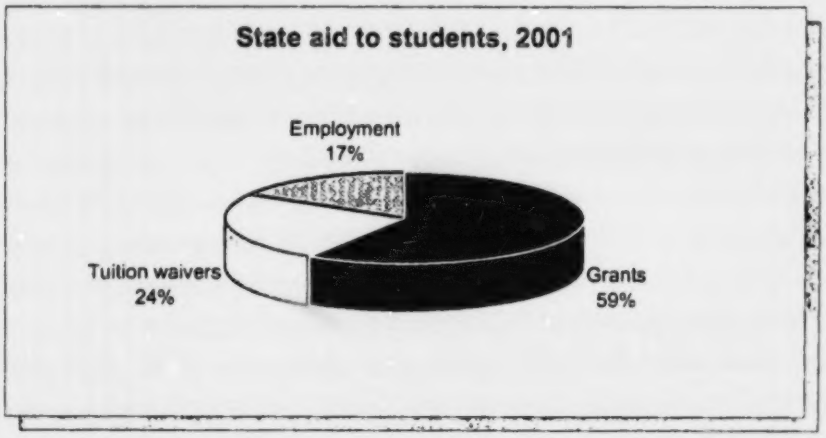

Higher Education Appropriations, FY2001-2003

Higher Education Operations and Grants All Apropriated Funds and University Income Funds (dollars in thousands)	FY2001	FY2002	FY2003
Public Universities	$1,951,518.1	$2,089,256.9	$2,058,298.4
Community Colleges	330,978.3	356,669.9	348,897.2
Adult Education/Tech. Grants	48,005.3	60,005.3	77,409.5
Illinois Student Asst. Commission	417,166.5	435,607.3	395,394.0
Institutional Grants	105,870.7	115,256.0	103,001.0
Illinois Math and Science Academy	16,452.7	18,576.7	15,509.2
State University Civil Service	1,372.6	1,441.2	1,392.9
Board of Higher Education	13,125.8	13,387.2	13,277.3
State University Retirement System	235,391.0	243,392.3	272,606.3
Health Insurance Reserve Fund	-	14,753.8	14,753.8
Student Loan Program Requirements	281,892.2	295,325.8	287,156.6
Total	$3,401,773.2	$3,643,672.4	$3,587,696.2
Sources of Funds			
General Funds	$2,510,675.6	$2,678,175.6	$2,531,118.5
University Income Funds	540,351.3	585,215.3	642,887.2
Other Funds	350,746.3	380,281.5	413,690.5

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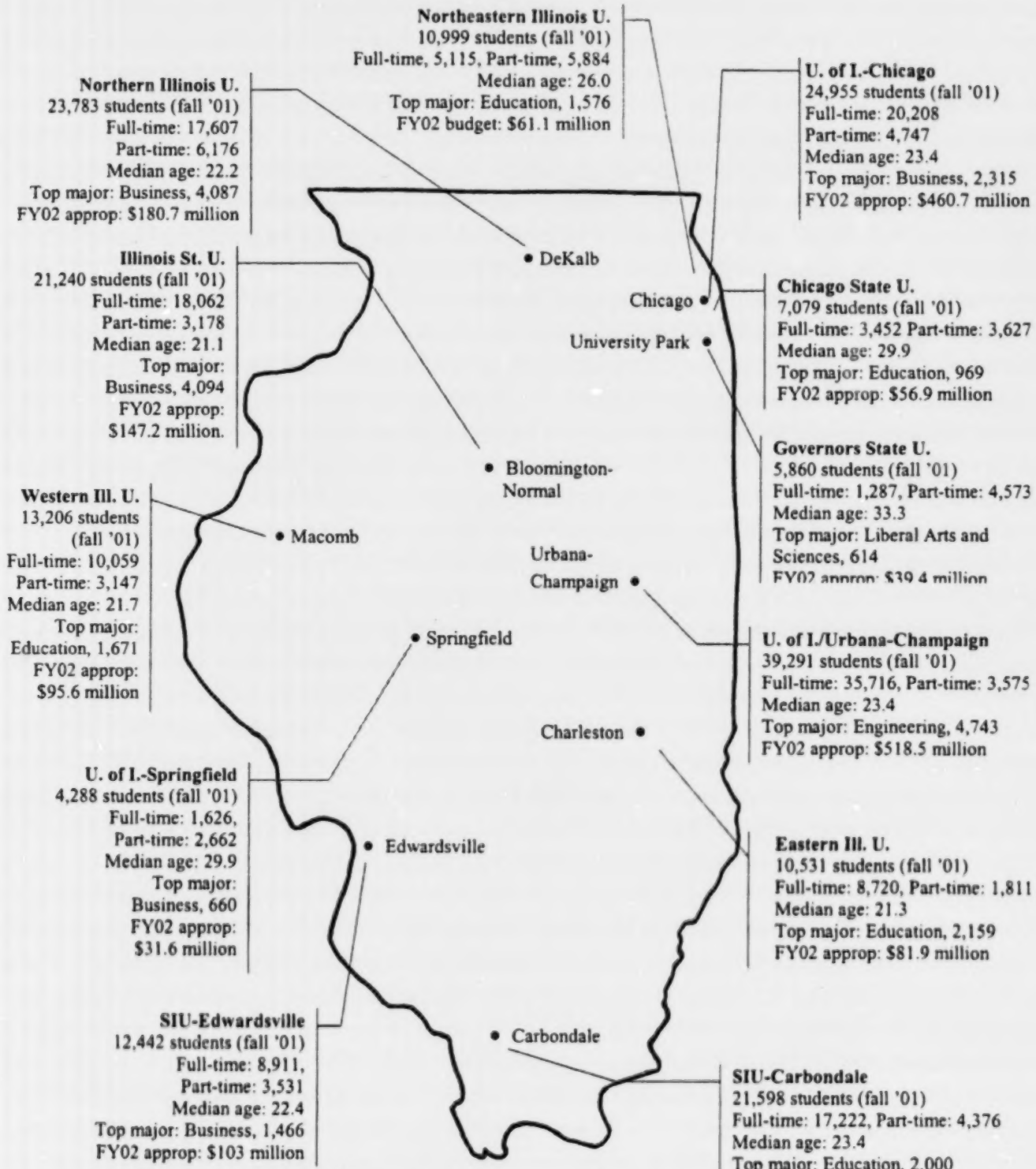
Profile: Public Universities



Note: Budget numbers include university operations and grants, all appropriated funds and university income funds.

33

Profile: Community Colleges

48 Community Colleges

339,002 students (Fall 2001)
- Full-time: 30.7%
- Part-time: 69.3%
- Undergraduate: 42.3%
- Continuing education: 21.9%
- Pre-Collegiate: 15.4%
- Black: 14.28%
- American Indian: .34%
- White: 63.9%
- Asian: 4.58%
- Hispanic: 15.74%

Community college share of higher ed enrollment:
- 1960: 16%
- 1970: 30.7%
- 1980: 50.3%
- 1990: 48.2%
- 2001: 45.0%

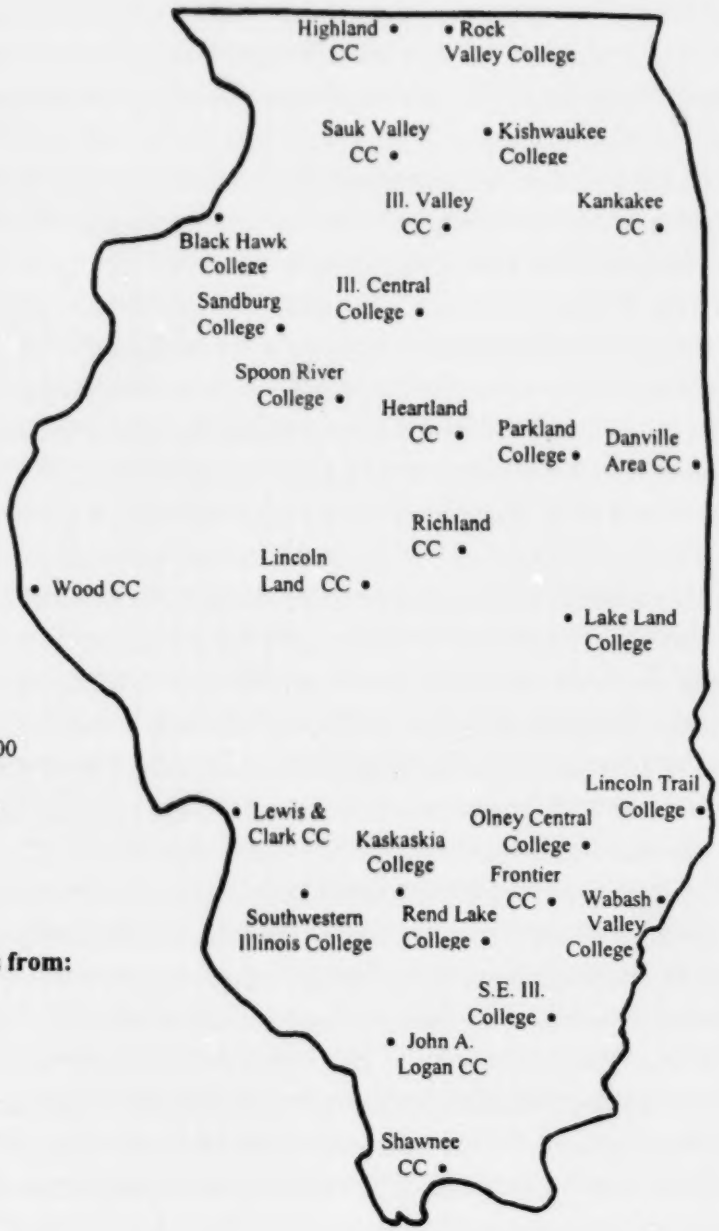
Largest community college:
College of DuPage, 29,423

Smallest community college:
Illinois Eastern-Lincoln Trail, 1,100

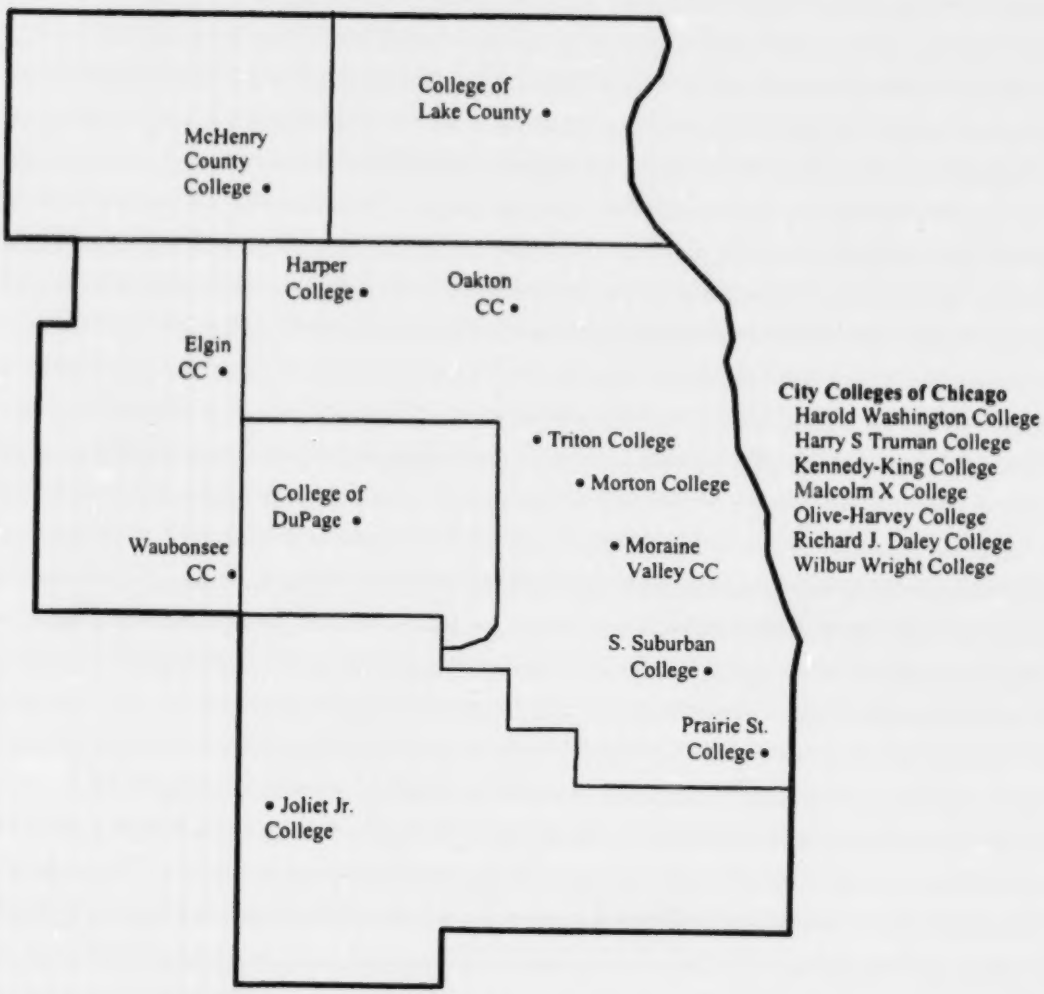
2001 community college transfers to:
- public universities: 10,216
- private institutions: 5,802
- proprietary schools: 268

2001 transfers to community colleges from:
- public universities: 3,311
- private institutions: 2,036
- proprietary schools: 210
- other (out-of-state): 4,357

Associate degrees:	Certificates:
1996-97: 23,010	10,383
1997-98: 23,393	11,136
1998-99: 22,446	11,096
1999-00: 22,477	12,323
2000-01: 22,113	16,297



Chicago and Suburban Community Colleges



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Profile: Independent Colleges and Universities

98 Private not-for-profit schools
25 Private proprietary schools

218,479 students (Fall 2001)
Full-time: 68.6%
Part-time: 31.4%
Median age: 24%
Black: 11.74%
American Indian: .30%
White: 63.72%
Asian: 5.7%
Hispanic: 10.93%

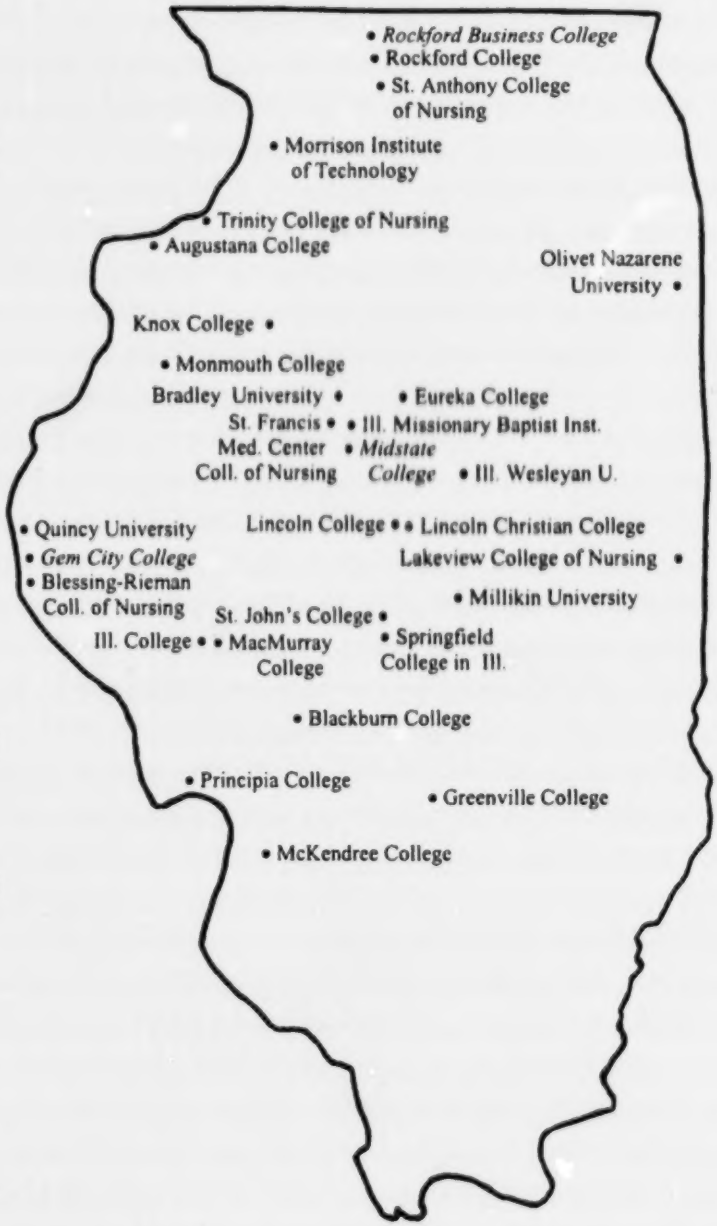
Private institutions share of higher ed enrollments:
1960: 51.9%
1970: 29.9%
1980: 22.4%
1990: 24.8%
2001: 29.0%

2001 transfers from private institutions to:
public universities: 1,057
community colleges: 2,036

2001 transfers to private institutions from:
public universities: 1,034
community colleges: 5,802

Degrees awarded, 2000-01:
Certificates: 1,748, 3%
Associate's: 3,775, 7%
Bachelor's: 25,058, 47%
Master's: 17,151, 33%
Professional: 3,462, 7%
Doctorate: 1,575, 3%

TOTAL: 52,769, 39% of total



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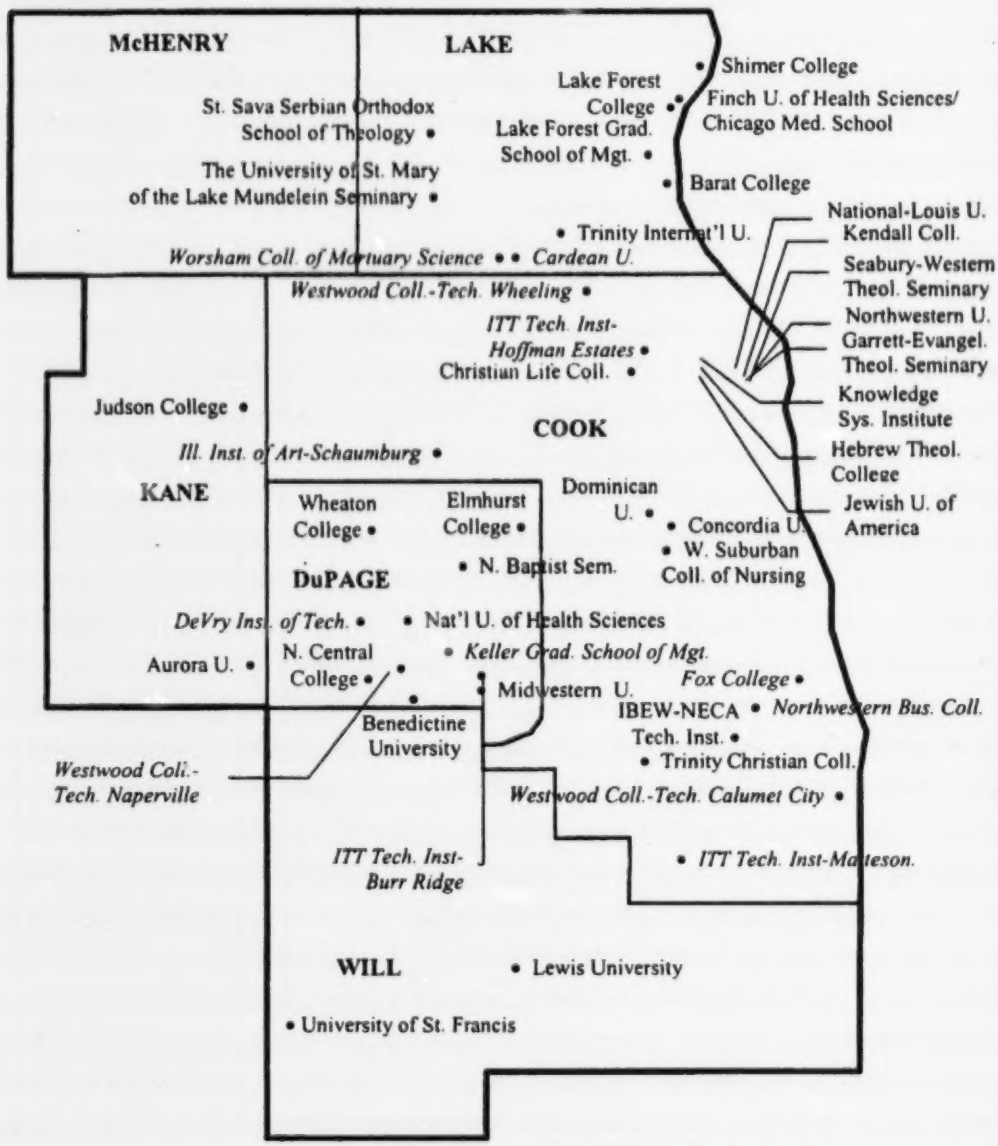
Chicago Area Independent Colleges and Universities

Independent, Not-for-Profit Colleges and Universities in Chicago

Adler School of Professional Psychology
American Islamic College
Brisk Rabbinical College
Catholic Theological Union
Center for Psychoanalytic Study
Chicago Baptist Institute
Chicago National College of Naprapathy
Chicago School of Professional Psychology
Chicago Theological Seminary
Columbia College of Chicago
DePaul University
East-West University
Erikson Institute for Advanced Study in Child Development
Illinois College of Optometry
Illinois Institute of Technology
The Institute for Clinical Social Work
The Institute for Psychoanalysis
The John Marshall Law School
Lexington College
Loyola University of Chicago
Lutheran School of Theology
MacCormac College
McCormick Theological Seminary
Meadville-Lombard Theological School
Moody Bible Institute
NAES College
North Park University
Henry J. Kutsch College of Nursing
Robert Morris College
Roosevelt University
Rush University
St. Augustine College
St. Xavier University
School of the Art Institute of Chicago
Scholl College of Podiatric Medicine
Spertus College of Judaica
Telshe Yeshiva of Chicago
The University of Chicago
VanderCook College of Music



Independent, For-Profit Institutions in Chicago

American Academy of Art
American Schools of Professional Psychology
Career Colleges of Chicago
The College of Office Technology
Cooking and Hospitality Institute of Chicago
DeVry Institute of Technology-Chicago
Harrington Institute of Interior Design
The Illinois Institute of Art
International Academy of Merchandising and Design, Limited
Midwest College of Oriental Medicine
Northwestern Business College
Taylor Business Institute
Westwood College of Technology

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Office of Educational Research and Improvement (OERI)
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